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ABSTRACT

John Tyler Community College (JTCC) conducts a regular investigation of students who leave the institution after one or more quarters of study in an effort to determine reasons for their withdrawal, objective for enrolling, goal achievement, and current occupational status and future educational goals. A systematic random sample of all non-returning students was generated based on students who enrolled in fall 1983 and did not return in winter 1984. Study findings, based on responses from 42% of the 375 students surveyed, included the following: (1) the overwhelming majority of all non-returning students were females, attending part-time on an unclassified basis; (2) white non-returning students tended to be enrolled part-time, while a greater proportion of black non-returning students were enrolled full-time; (3) almost half of the non-returning students cited pursuit of a degree or certificate as their primary reason for enrolling; (4) chief among the reasons for withdrawal for full-time students was "failing or not doing as well as I wanted to do," while part-time students more often cited "lack of time due to job requirements" or "completed course(s) that I desired to take" as reasons for withdrawal; and (5) 64% of the non-returning students were working, and 70% expressed a desire to return to college. Recommendations based on study findings and the questionnaire are included. (EJV)

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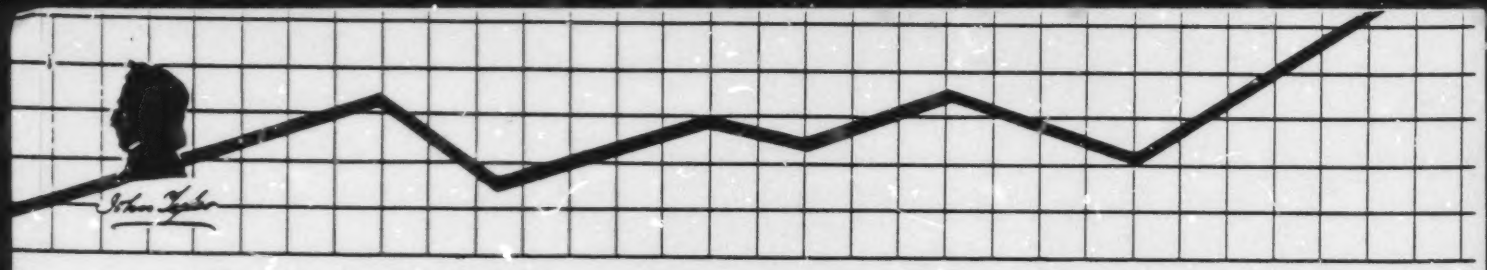

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STOPOUTS OR DROPOUTS

REVISITED:

A Study of Non-Returning Students at John Tyler Community College

Fall 1983 to Winter 1984

Carol S. Hollins
Coordinator
Institutional Research

July, 1984

JC 850 453

U.S. DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

John Tyler Community College conducts a regular investigation of students who leave the institution after one or more quarters of study in an effort to (1) determine reason(s) for their withdrawal, (2) ascertain the students' objective for enrolling, (3) evaluate whether the students' goals were achieved, and (4) determine their current occupational status and future educational goals.

A systematic random sample of all non-returning students was generated based on students who were enrolled in the Fall Quarter 1983 and did not return to the College during the Winter Quarter 1984. This sample (N=375) represented 20 percent of the population. An initial survey instrument was sent which yielded only a 15 percent response rate. Follow-up procedures were limited to telephone calls which boosted the response rate to 42 percent. It should be noted that special efforts were made to reach all full-time students, who comprised 12 percent of the total population.

Following is a list of principal findings and recommendations for this study:

Findings

1. The overwhelming majority of all non-returning students were females who were part-time and unclassified.
2. Although white students who did not return tended to be part-time, a greater proportion of black students were full-time.
3. The younger the age category of non-returning students, the greater the attrition rate. This was especially true for full-time students.

4. Almost half of the non-returning students cited pursuit of a degree or certificate as their primary reason for enrolling, followed by those taking one or more job-related courses.
5. Three out of every four former students said the College was helpful in assisting them to achieve their goal. Proportionately, part-timers indicated a greater degree of satisfaction than did full-timers.
6. About 80 percent of all former students described overall experiences at JTCC as satisfactory; again, part-time students indicated a greater degree of satisfaction than those who were full-time.
7. A variety of reasons were given for withdrawal from the College. Chief among the reasons given by full-time students was "failing or not doing as well as I wanted to do." Part-time students gave the following responses: "lack of time due to job requirements," "completed course(s) that I desired to take," "courses that I needed were not available," and "no longer interested in school." Equal percentages of full- and part-time students gave the following reasons: "financial problems," "medical reasons," and "transfer to another college."
8. The overwhelming majority of those who did not return to the College indicated that they are working (64 percent). Over 50 percent said they are employed full-time (See list of employers on pages 31 & 32).
9. Although only about 10 percent of those surveyed said they had received a job promotion as a result of course work completed, several cited other benefits that have been received.

10. Only about 10 percent of the non-returning students indicated current full- or part-time school status (See list of colleges on page 32.)
11. Almost 70 percent of the non-returning students expressed a desire to return to the College. Part-time students indicated a greater desire to return than did former full-time students.
12. A number of evening students cited course cancellations, scheduling problems, unavailability of advisors, and instructors themselves as reasons for failing to return.

Recommendations

1. Departmental advisers should attempt to give special attention to all students with a special emphasis on full-time, traditional college-age advisees (ages 18-21).
2. Faculty advising should be routinely studied and evaluated by a sample of day and evening students.
3. All adjunct faculty should be evaluated by students on a quarterly basis.
4. The College should assume a more "service" role toward evening students through creative scheduling, registration, and the execution of other administrative matters.
5. A procedure should be established to maintain contact with all non-returning students utilizing personal letters, phone calls, and distribution of other print information about the College.
6. Replication of this study is recommended in subsequent quarters in an effort to generate an accurate profile of potential stop-outs or drop-outs at JTCC.

STOPOUTS OR DROPOUTS REVISITED:
A STUDY OF NONRETURNING STUDENTS
AT JOHN TYLER COMMUNITY COLLEGE

INTRODUCTION

In spite of a number of complex investigations on students who drop out of school, research studies on student retention and attrition abound. Any number of models and theories have been proposed to better understand why some students choose to interrupt their studies and others persist. Many attempts have also been made to circumvent a student's decision to leave before he or she does so (i.e., to identify and redirect potential dropouts or high risk students).

This increasing attention on programs and special strategies designed to retain students has been brought about by two basic factors beyond the desire to promote student success. These factors are (a) the public and legislative demand for accountability and (b) the competition for students in a declining market. By increasing the holding power of enrolled students (retention), colleges not only meet accountability demands but enhance their ability to meet enrollment driven budget requirements (FTES).[1] Furthermore, it has been stated that by positively influencing a student's decision to complete an instructional program, colleges not only increase their revenues, but also promote the student's well-being and enhance the institution's image in the community.[2]

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[1]Dr. Charles R. King, "They Stay Because They Like It Here" Campus Wide Retention Program, Southwest Virginia Community College, Paper presented at AACJC Convention, April 3, 1984.

[2]Jim Palmer, "Reducing Attrition Reports: An ERIC Report," ERIC Clearinghouse for Junior Colleges, Los Angeles, CA.

Lenning, et. al., attempted to refute the misconception that equates retention with success and attrition with failure. This is especially true for community college students, a large percentage of whom "stop out" and return at a later date.[3]

This report will include an analysis of both full-time and part-time students who were enrolled at John Tyler Community College in the Fall 1983 but who did not return to the College in the Winter 1984 (N=1,877 students). The attrition for curricula students at JTCC averages 28 percent between quarters, while non-curricula (unclassified) students average 55 percent between quarters, almost double. Overall attrition between quarters at John Tyler Community College averages 40 percent. This compares to two-year public colleges nationwide which average 40-58 percent dropout rates annually.

Special thanks are extended to the following persons whose assistance was invaluable in the completion of this report: Ms. Terri Vaughan, Evening Administrator at JTCC, and Ms. Laura Cook, a practicum student in Human Services, who called several hundred full- and part-time non-returning students and interviewed them by telephone; Mr. Bob Deverick, who provided technical assistance in running the SAS program; and Mrs. Marlene Jinkins, who typed the report and completed the section on "Student Comments."

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[3]Oscar T. Lenning, Philip E. Beal, and Ken Sauer, "Retention and Attrition: Evidence for Action and Research," National Center for Higher Education Management Systems, 1983, p. 1.

DEFINITION OF TERMS

Below is a list of terms specific to this study; definitions are provided to assure mutual interpretations of the information that follows.

1. Retention - uninterrupted pursuit of one or more courses at the same institution or resuming one's studies after a period of withdrawal.
2. Attrition - failure to enroll in one or more courses in quarterly succession.
3. Dropout - an individual who leaves the college and does not return for additional study.
4. Stopout - an individual who leaves the college but returns at a later time.
5. Persister - one who enrolls in one or more courses at the college without interruption.

METHODOLOGY

General demographic information was requested from the Computer Center on all students who were enrolled at the College in the Fall 1983 but who did not return in the Winter 1984. A total of 1,877 students was identified (see Tables 1-3). Students who were considered inappropriate for inclusion in the sample were ELI students who elected to complete course requirements in 22 weeks rather than 11 weeks as well as applicants for graduation.

A systematic random sample of every 5th student on an alphabetized roster constituted the original sample (N=375). This group represented a 20% sample of the population. Each of these students was sent a single page survey questionnaire (see Appendix). Codes were assigned for follow-up purposes only. Only a 15 percent response rate was generated on the first mailing. In lieu of additional mailings, follow-up procedures were limited to telephone calls, which boosted the response rate to 42% overall.

RESPONSE RATE

	N	No. of Returns	Pct. of Returns
First Mailing	375	56	15%
Follow-up Calls	186	178	N/A
Total	561	234	42%

Telephone calls were made to all full-time students as well as part-time students who were part of the original sample and who had not responded. The final sample size was 561 or 30 percent of the population. A total of 234 respondents were recorded, accounting for the 42% return rate.

A summary of the entire group of non-returning students is presented in Tables 1-3.

TABLE 1
NON-RETURNING STUDENTS
BY SEX
Fall 1983 to Winter 1984
(N=1,877)

Sex	N	Pct
Male	737	39
Female	1,140	61
Total	1,877	100

Table 1 gives the distribution of non-returning students by sex. As shown, 61 percent of all non-returning students were female and 39 percent were male for the period between Fall '83 to Winter '84.

TABLE 2
NON-RETURNING STUDENTS
BY RACE
Fall 1983 to Winter 1984
(N=1,877)

Race	N	Pct
White	1,409	75
Black	401	21
Other	67	4
Total	1,877	100

The non-returning student population by race is displayed in Table 2. The distribution shows that 75 percent of the students who did not return to the College were white, 21 percent were black, and 4 percent were in an "other" race category.

TABLE 3
NON-RETURNING STUDENTS
BY FULL-TIME/PART-TIME STATUS
Fall 1983 to Winter 1984

Status	N	Pct
Full-time	217	12
Part-time	1,660	88
Total	1,877	100

Table 3 shows the full-time/part-time status of non-returning students. The overwhelming majority of all non-returning students were part-time (88 percent) compared to 12 percent who were full-time.

ANALYSIS

Sample Statistics

Below are characteristics of the sample of non-returning students as described earlier. An attempt is made to compare the similarities between the sample and population in the tables below.

TABLE 4
NON-RETURNING RESPONDENTS
BY SEX
Winter 1984
(N=234)

Sex	N	Pct
Male	85	36.3
Female	148	63.2
No Response	1	0.4
Total	234	99.9

The sample (N=234) appears to be quite representative of the population (see Tables 4, 5, and 6). Table 4 gives the respondents by sex. Sample statistics show 36 percent who were males and 63 percent who were females, compared to the population which was 39 percent male and 61 percent female.

TABLE 5
NON-RETURNING RESPONDENTS
BY ETHNIC STATUS
WINTER 1983
(N=234)

Ethnic Status	N	Pct
White	167	71.4
Black	58	24.8
Asian & Pacific Is.	1	0.4
Other	7	3.0
No Response	1	0.4
Total	234	100.0

Table 5 addresses the respondents by ethnic status: 71 percent were white, 25 percent were black, and about 4 percent specified another category. Again, this compares favorably with the population in which 75 percent of the non-returning students were white, 21 percent were black, and 4 percent were in an "other" category.

TABLE 6
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME STATUS
(N=234)

Status	N	Pct
Full-time	95	40.6
Part-time	128	54.7
No Response	11	4.7
Total	234	100.0

The distribution of full-time and part-time respondents is shown in Table 6. As displayed, 41 percent of the sample were full-time, 55 percent were part-time, and 5 percent did not address this item. This distribution is in contrast with the population where 88 percent of all non-returning students were part-time, and 12 percent were full-time. The most logical reason for the disparity can be attributed to the emphasis that was placed on reaching 100 percent of the full-time students. Since previous studies indicated that a large number of non-returning students were part-time (unclassified) students, it was felt that special attempts to reach full-time students were fully warranted.

TABLE 7
NON-RETURNING RESPONDENTS
BY AGE
(N=234)

Age	N	Pct
Less than 25	87	37.2
25-35	54	23.1
36-45	40	17.1
46-55	19	8.1
Over 55	7	3.0
No Response	27	11.5
Total	234	100.0

Table 7 shows the non-returning students by age: 37 percent were less than 25 years old, 23 percent were between 25-35 years old, 17 percent were between 36-45 years old, 8 percent were from 46 to 55, and 3 percent were over 55 years old.

TABLE 8
NON-RETURNING RESPONDENTS
BY PROGRAM OF STUDY
WINTER 1984
(N=234)

Program of Study	N	Pct
Accounting	4	1.7
Architectural Technology	3	1.3
Automotive Diagnosis	1	0.4
Automotive Technology	4	1.7
Business Administration	16	6.8
Business Management	4	1.7
Child Care	10	4.3
Clerk Typist	4	1.7
Data Processing	22	9.4
Electronics	3	1.3
Funeral Services	1	0.4
General Engineering Technology	4	1.7
General Studies	2	0.9
HRIM	1	0.4
Human Services	4	1.7
Liberal Arts	1	0.4
Machine Shop	2	0.9
Mental Health	1	0.4
Nursing	24	10.3
Police Science	2	0.9
Pre-Science	6	2.6
Pre-Teacher	1	0.4
Secretarial Science	5	2.1
Unclassified	107	45.7
Welding	2	0.9
Total	234	100.0

A listing of respondents by program of study is given in Table 8. It should be noted that every student who has declared a major is placed in a curriculum regardless of whether he or she is taking a curricula course or not. It is conceivable that such a student may be enrolled in all developmental courses.

The breakdown by type of degree is shown below in Table 9. Unclassified students account for the largest group of respondents (46 percent), followed by A.A.S (35 percent), A.A./A.S. (11 percent), and Certificate students (8 percent).

TABLE 9
NON-RETURNING RESPONDENTS
BY TYPE OF DEGREE
WINTER 1984
(N=234)

Type of Degree	N	Pct
A.A./A.S.	26	11
A.A.S	82	35
Certificates	19	8
Unclassified	107	46
Total	234	100

Finally, Table 10 shows the average hours of part-time students who did not return to the College during the Winter 1984. The median is probably the best representative measure of the three displayed.

TABLE 10
AVERAGE CREDIT HOURS
OF PART-TIME STUDENTS WHO DID NOT RETURN
WINTER 1984

Mode	= 3 hours
Median	= 2.8 hours
Mean	= 4.28 hours

TABLE 11
NON-RETURNING RESPONDENTS
BY SEX AND FULL-TIME/PART-TIME STATUS
WINTER 1984
(N=234)

STATUS	SEX		No Response	Total
	Male	Female		
Full-time	43	52		95
Row Pct	(45)	(55)		(100)
Col Pct	(51)	(35)		(41)
Part-Time	38	90		128
Row Pct	(30)	(70)		(100)
Col Pct	(45)	(61)		(55)
No Response	4	6	1	11
Row Pct	(36)	(55)	(9)	(100)
Col Pct	(5)	(4)	(100)	(5)
Total	85	148	1	234
Row Pct	(36)	(63)	(1)	(100)
Col Pct	(101)*	(100)	(100)	(101)*

*Rounding Error

The full- or part-time status of non-returning students who responded was fairly evenly distributed by sex. The only exception was with females who represented 70 percent of all part-time students. An additional factor, however, is that females comprised 63 percent of all who responded. Caution is advised concerning inferences about distinctions by sex, since methods of data collection were probably quite influential in a students' decision to participate.

TABLE 12
NON-RETURNING RESPONDENTS
BY ETHNIC STATUS AND FULL-TIME/PART-TIME STATUS
WINTER 1984
(N=234)

	ETHNIC STATUS					
STATUS	White	Black	Asian & Pacif. Isl.	Other	No Response	Total
Full-time	58	33	0	4	0	95
Row Pct	(61)	(35)		(4)		(100)
Col Pct	(35)	(57)		(57)		(41)
Part-time	101	23	1	3	0	128
Row Pct	(79)	(18)	(1)	(2)		(100)
Col Pct	(60)	(40)	(100)	(43)		(55)
No Response	8	2	0	0	1	11
Row Pct	(73)	(18)			(9)	(100)
Col Pct	(5)	(3)			(100)	(5)
Total	167	58	1	7	1	234
Row Pct	(71)	(25)	(.5)	(3)	(.5)	(100)
Col Pct	(100)	(100)	(100)	(100)	(100)	(101)*

*Rounding Error

Distinctions by full-time/part-time non-returning students and ethnic status are displayed in Table 12 above. Full-timers who are white comprised 35 percent of all respondents in this category. While the majority of the students who are white were part-time (60 percent), proportionately more black students tended to be full-time (57 percent). Black students who were part-time constituted 40 percent of all respondents. "Other" race students, including Asian-Pacific Islanders, were evenly split between full-time (50 percent) and part-time (50 percent).

TABLE 13
NON-RETURNING RESPONDENTS
BY AGE AND FULL-TIME/PART-TIME STATUS
WINTER 1984
(N=234)

	AGE						
STATUS	Less Than 25	25-34	36-45	46-55	Over 55	No Response	Total
Full-time	52	22	5	6	0	10	95
Row Pct	(55)	(23)	(5)	(6)		(11)	(100)
Col Pct	(60)	(41)	(12.5)	(32)		(37)	(41)
Part-time	31	31	33	11	6	16	128
Row Pct	(24)	(24)	(26)	(9)	(5)	(12)	(100)
Col Pct	(36)	(57)	(82.5)	(58)	(86)	(59)	(55)
No Response	4	1	2	2	1	1	11
Row Pct	(36)	(9)	(18)	(18)	(9)	(9)	(99) *
Col Pct	(5)	(2)	(5)	(10)	(14)	(4)	(5)
Total	87	54	40	19	7	27	234
Row Pct	(37)	(23)	(17)	(8)	(3)	(12)	(100)
Col Pct	(101)*	(100)	(100)	(100)	(100)	(100)	(101) *

*Rounding error

Table 13 above substantiates that the younger the student, the greater the attrition. This is especially true for full-time students. Non-respondents to the age category were frequent, constituting 12 percent of all who responded.

TABLE 14
NON-RETURNING RESPONDENTS
BY PROGRAM OF STUDY AND FULL-TIME/PART-TIME STATUS
WINTER 1984
(N=234)

	DEGREE				
STATUS	Unclassified	A.A.S.	A.A./A.S.	Certificate	Total
Full-time	13	51	19	12	95
Row Pct	(14)	(54)	(20)	(13)	(101)*
Col Pct	(12)	(62)	(76)	(60)	(41)
Part-Time	87	27	6	8	128
Row Pct	(68)	(21)	(5)	(6)	(100)
Col Pct	(81)	(33)	(24)	(40)	(55)
No Response	7	4	0	0	11
Row Pct	(64)	(36)			(100)
Col Pct	(7)	(5)			(5)
Total	107	82	25	20	234
Row Pct	(46)	(35)	(11)	(8)	(100)
Col Pct	(100)	(100)	(100)	(100)	(101)*

*Rounding error

The breakdown of non-respondents by full-time/part-time status and degree choice is shown in Table 14. Unclassified students comprised the largest group of non-returning students, followed by A.A.S. and A.A/A.S degree students, and Certificates. Full-time students who did not return were enrolled primarily in A.A.S. degree programs. Part-timers who did not return to the College were largely unclassified. College transfer non-returning students tended to be full-time, as did students pursuing Certificate programs.

TABLE 15
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND PRIMARY GOAL
IN ATTENDING JTCC
(N=234)

	PRIMARY GOAL							
STATUS	1 or More Job-Related Courses	Degree/ Certi- ficate	Career Choice	Trans- fer	Personal Inter- est	Other	No Re- sponse	Total
Full-time	5	70	2	2	1	0	15	95
Row Pct	(5)	(74)	(2)	(2)	(1)		(16)	(100)
Col Pct	(10)	(61)	(25)	(22)	(4)		(88)	(41)
Part-time	45	41	6	6	24	5	1	128
Row Pct	(35)	(32)	(5)	(5)	(19)	(4)	(1)	(101)*
Col Pct	(86)	(36)	(75)	(67)	(86)	(83)	(6)	(55)
No Response	2	3	0	1	3	1	1	11
Row Pct	(18)	(27)		(9)	(27)	(9)	(9)	(99)*
Col Pct	(4)	(3)		(11)	(11)	(17)	(6)	(5)
Total	52	114	8	9	28	6	17	234
Row Pct	(22)	(49)	(3)	(4)	(12)	(3)	(7)	(100)
Col Pct	(100)	(100)	(100)	(100)	(101)*	(100)	(100)	(101)*

*Rounding error

Upon inspection, the information in Table 15 above corresponds with that in Table 14. Almost 50 percent of the non-returning students gave their primary goal as pursuit of a "degree or certificate." The remainder stated student goals were (in descending order): 1 or more job-related courses (22 percent); personal interest (12 percent); followed by transfer (4 percent), career choice (3 percent); and "other" goals (3 percent). Seven percent of the former students did not address this item.

Three out of every four of the full-time students who did not return were pursuing a degree or certificate. About one-third each of the part-time former students were enrolled in a degree or certificate program or taking one or more job-related courses.

TABLE 16
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND
EXTENT TO WHICH JTCC ASSISTED STUDENT IN ACHIEVING GOAL
WINTER 1984
(N=234)

	EXTENT COLLEGE ASSISTED STUDENT						
STATUS	Very Helpful	Somewhat Helpful	Uncertain	Not Very Helpful	Not at All	No Response	Total
Full-time	40	25	3	5	4	18	95
Row Pct	(42)	(26)	(3)	(5)	(4)	(19)	(99)*
Col Pct	(37)	(37)	(17)	(56)	(44)	(82)	(41)
Part-time	63	40	15	4	4	2	128
Row Pct	(49)	(31)	(12)	(3)	(3)	(2)	(100)
Col Pct	(58)	(60)	(83)	(44)	(44)	(9)	(55)
No Response	6	2	0	0	1	2	11
Row Pct	(55)	(18)			(9)	(18)	(100)
Col Pct	(5)	(3)			(11)	(9)	(5)
Total	109	67	18	9	9	22	234
Row Pct	(47)	(29)	(8)	(4)	(4)	(9)	(101)*
Col Pct	(100)	(100)	(100)	(100)	(99)*	(100)	(101)*

*Rounding error

Every 3 out of 4 former students who responded said that the College was either "very helpful" or "somewhat helpful" in assisting him in achieving his goal. Proportionately, part-timers indicated a greater degree of satisfaction than did full-timers (80 percent and 68 percent, respectively).

TABLE 17
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND
EDUCATIONAL EXPERIENCES AT JTCC
WINTER 1984
(N=234)

	EXPERIENCES AT JTCC						
STATUS	Very Satis-fied	Somewhat Satis-fied	Not Sure	Somewhat Dis-satisfied	Very Dis-satisfied	No Response	Total
Full-Time	30	35	1	8	3	18	95
Row Pct	(32)	(37)	(1)	(8)	(3)	(19)	(100)
Col Pct	(26)	(46)	(33)	(57)	(60)	(82)	(41)
Part-Time	78	37	2	6	2	3	128
Row Pct	(61)	(29)	(1)	(5)	(1)	(2)	(99)*
Col Pct	(68)	(49)	(67)	(43)	(40)	(14)	(55)
No Response	6	4	0	0	0	1	11
Row Pct	(55)	(36)				(9)	(100)
Col Pct	(5)	(5)				(4)	(5)
Total	114	76	3	14	5	22	234
Row Pct	(49)	(32)	(1)	(6)	(2)	(9)	(99)*
Col Pct	(99)*	(100)	(100)	(100)	(100)	(100)	(101)*

*Rounding Error

Former students continue to certify that experiences at JTCC have been satisfactory--81 percent indicated that they were either very satisfied or somewhat satisfied with their experiences at the College. Again, more of the part-time students indicated satisfaction (89 percent) than did full-time students (69 percent).

TABLE 18
RANK ORDER OF REASONS WHICH PREVENTED
STUDENTS FROM RETURNING
BY FULL-TIME/PART-TIME STATUS
WINTER 1984

RANK	REASON	Full-Time	Part-Time	No Designation	Total*
1	Other	45	24	3	72
	Row Pct	(62.5)	(33)	(4)	(99.5)
	Col Pct	(35)	(15)	(27)	(24)
2	Lack of time due to job requirements	20	46	2	68
	Row Pct	(29)	(68)	(3)	(100)
	Col Pct	(15)	(28)	(18)	(22)
3	Financial problems	19	17	1	37
	Row Pct	(51)	(46)	(3)	(100)
	Col Pct	(15)	(10)	(9)	(12)
4	Completed course(s) that I desired to take	2	30	1	33
	Row Pct	(6)	(91)	(3)	(100)
	Col Pct	(1)	(18)	(9)	(11)
5	Was failing or not doing as well as I wanted to	23	9	0	32
	Row Pct	(72)	(28)		(100)
	Col Pct	(18)	(6)		(11)
6	Courses that I needed were not available	4	19	4	27
	Row Pct	(15)	(70)	(15)	(100)
	Col Pct	(3)	(12)	(36)	(9)
7	Medical reasons	7	6	0	13
	Row Pct	(54)	(46)		(100)
	Col Pct	(5)	(4)		(4)
8	No longer interested in school	4	8	0	12
	Row Pct	(33)	(67)		(100)
	Col Pct	(3)	(5)		(4)
9	Transfer to another college	5	4	0	9
	Row Pct	(56)	(44)		(100)
	Col Pct	(4)	(2)		(3)
10	Military service	1	0	0	1
	Row Pct	(100)			(100)
	Col Pct	(1)			(0.3)
	Total	130	163	11	304
	Row Pct	(43)	(54)	(4)	(101)**
	Col Pct	(100)	(100)	(99)**	(100.3)**

*Totals do not add up due to respondents selecting more than one response.
**Rounding error

Table 18 gives a rank order listing of reasons which prevented students from returning to the College. Chief among the reasons cited were: "other" reasons (indicated primarily by full-time students--see Appendix); lack of time due to job requirements (indicated largely by part-time students); financial problems (cited equally by full- and part-time students); completed course(s) that I desired to take (given overwhelmingly by part-time students); was failing or not doing as well as I wanted to do (almost 3 out of every 4 such responses were given by full-time students); courses that I needed were not available (70 percent of all such responses were from part-time students); medical reasons (response given equally by full- and part-time students); no longer interested in school (this response was given by twice as many part-time as full-time students); transfer to another college (cited equally by full- and part-time students); and military service (response given by 1 full-time student).

TABLE 19
NON-RETURNING RESPONDENTS BY FULL-TIME/PART-TIME AND EMPLOYMENT/SCHOOL STATUS
WINTER 1984
(N=234)

	Employment/School Status				
STATUS	In School	Working	Unemployed	No Response	Total
Full-Time	9	50	16	20	95
Row Pct	(9)	(53)	(17)	(21)	(100)
Col Pct	(43)	(33)	(42)	(80)	(41)
Part-time	11	94	20	3	128
Row Pct	(9)	(73)	(16)	(2)	(100)
Col Pct	(52)	(63)	(53)	(12)	(55)
No Response	1	6	2	2	11
Row Pct	(9)	(55)	(18)	(18)	(100)
Col Pct	(5)	(4)	(5)	(8)	(5)
Total	21	150	38	25	234
Row Pct	(9)	(64)	(16)	(11)	(100)
Col Pct	(100)	(100)	(100)	(100)	(101)*

*Rounding error

The overwhelming majority of the students who did not return to the College during the Winter Quarter 1984 indicated they are working (64 percent), followed by those who are unemployed (16 percent), and those who are in school (9 percent). Eleven percent gave no response to this item.

TABLE 20
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND JOB PROMOTION

	PROMOTED			
STATUS	Yes	No	No Response	Total
Full-time	12	53	30	95
Row Pct	(13)	(56)	(32)	(101)*
Col Pct	(52)	(33)	(61)	(41)
Part-time	9	104	15	128
Row Pct	(7)	(81)	(12)	(100)
Col Pct	(39)	(64)	(31)	(55)
No Response	2	5	4	11
Row Pct	(18)	(45)	(36)	(99)*
Col Pct	(9)	(3)	(8)	(5)
Total	23	162	49	234
Row Pct	(10)	(69)	(21)	(100)
Col Pct	(100)	(100)	(100)	(101)*

*Rounding error

When asked if they had received a job promotion as a result of courses completed at the College, only 10 percent said that they had. The overwhelming majority (69 percent) said they had not, although a number of them cited benefits of courses taken (See section on Student Comments). An additional 21 percent did not address this item.

TABLE 21
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND IN-SCHOOL STATUS

	IN SCHOOL STATUS			
STATUS	Full-time	Part-time	No Response	Total
Full-time	4	0	91	95
Row Pct	(4)		(96)	(100)
Col Pct	(44)		(43)	(41)
Part-time	5	14	109	128
Row Pct	(4)	(11)	(85)	(100)
Col Pct	(56)	(93)	(52)	(55)
No Response	0	1	10	11
Row Pct		(9)	(91)	(100)
Col Pct		(7)	(5)	(5)
Total	9	15	210	234
Row Pct	(4)	(6)	(90)	(100)
Col Pct	(100)	(100)	(100)	(101)*

*Rounding error

Current school attendance did not appear to be a factor for this group of non-returning students, as revealed in Table 21. Only 6 percent of the respondents said they are in school, while 4 percent of the full-timers are in school on a full- or part-time basis. Ninety percent of all graduates did not address this item.

TABLE 22
NON-RETURNING RESPONDENTS
BY FULL-TIME/PART-TIME AND JOB STATUS

	JOB STATUS			
STATUS	Full-time	Part-time	No Response	Total
Full-time	42	11	42	95
Row Pct	(44)	(12)	(44)	(100)
Col Pct	(34)	(37)	(53)	(41)
Part-time	77	18	33	128
Row Pct	(60)	(14)	(26)	(100)
Col Pct	(62)	(60)	(41)	(55)
No Response	5	1	5	11
Row Pct	(45)	(9)	(45)	(99)*
Col Pct	(4)	(3)	(6)	(5)
Total	124	30	80	234
Row Pct	(53)	(13)	(34)	(100)
Col Pct	(100)	(100)	(100)	(101)*

*Rounding error

Over half of all respondents (64 percent) said they are working. Of this number 53 percent indicated full-time job status and 13 percent were holding part-time jobs. An additional 34 percent gave no response to this item. Full-time students either said they are working full-time or gave no response to this item. Part-timers said they are working primarily full-time (60 percent).

TABLE 23
NON-RETURNING RESPONDENTS
BY DESIRE TO RETURN

	DESIRE TO RETURN			
STATUS	Yes	No	Response	Total
Full-time	49	13	33	95
Row Pct	(52)	(14)	(35)	(101)*
Col Pct	(31)	(46)	(67)	(41)
Part-time	101	13	14	128
Row Pct	(79)	(10)	(11)	(100)
Col Pct	(64)	(46)	(29)	(55)
No Response	7	2	2	11
Row Pct	(64)	(18)	(18)	(100)
Col Pct	(4)	(7)	(4)	(5)
Total	157	28	49	234
Row Pct	(67)	(12)	(21)	(100)
Col Pct	(99)*	(99)*	(100)	(101)*

*Rounding error

A very encouraging piece of information is found in Table 23 above. Almost 70 percent of the students said they desire to return to the College, 21 percent did not respond to this item, and 12 percent said they do not plan to return. It should be noted that several of the students who said they did not plan to return cited extenuating circumstances (see section on Student Comments).

FORMER STUDENT COMMENTS
(UNEDITED)

NOTE: THE FOLLOWING COMMENTS WERE MADE IN ANSWER TO PART IV (DESCRIBE WAYS IN WHICH JTCC MIGHT IMPROVE ITS PROGRAMS OR SERVICES TO FUTURE STUDENTS) UNLESS ANOTHER QUESTION IS CITED

- JTCC needs to offer more courses at Ft. Lee. Also, they should not wait till the last minute to cancel a course.
- I'm enrolled in the ELI Program. It's a very good program.
- Listen to their students' complaints and do something about them!
- I plan to take a course or two in the fall to continue to complete my curriculum.
- JTCC does an excellent job.
- Part I #6 (Primary goal in attending) Had a degree in 1958 - just wanted to see what going back to school was like.
- The computer class at Midlothian was well taught but I just wasn't interested after 6-7 weeks. 's History classes were excellent.
- 1. Increase ELI courses offered. 2. Offer Saturday classes. 3. Offer classes 5:30-7 and 7-10. Therefore someone could attend 2 nights a week but be taking 3 classes, i.e. one class meets 5:30-7 M&W, 2nd class 7-10 Mon and 3rd class 7-10 Wed. Much quicker for part-time people.
- Class standards need to be raised. Teachers work hard to see that slower students pass and better students don't obtain as much benefit. Feel this will cause problems when transferring to 4 year school.
- Part III, #2 (Have you received a promotion due to courses completed at JTCC?) respondent added "But it did show as a positive mark on my performance review." Part IV - Have Food Service facility (grill if not cafeteria) available for those of us who can't go home for dinner before school. Your vending selection gets old quickly and doesn't hold you well from lunch until you get home at 10:30 p.m. It is always a pleasure to attend JTCC.
  Added note (stapled to survey instrument): I would also like to see you centralize and simplify registration. When one must register on their lunch break, it is difficult to enter the campus, find someone who can direct you to the place to find registration forms, complete them, go out and around to another building to a counselor (who's usually also at lunch), wait for them, go out and into another building and wind around to a makeshift registration area to see if you can take the course, go to the counter for further action and then back to the administration office to pay for your course. There's got to be a better way!!! Also, I would like to see security surveillance in the parking lot—especially at the 10 p.m. dismissal. If you are a little late getting out of class, it's a scary walk to your car alone—especially if you had to park at the far end of the lot. Thank you for being interested enough to follow up with me.
- Part I, #6 (primary goal in attending JTCC) To take class as transient student to complete Florida degree.
- I'm interested in taking courses in magazine writing. (Non-fiction articles) Also parapsychology.
- Offer micro processor and asst. equipment repair course.
- Part I, #8 (describe your feelings concerning your educational experience at JTCC), respondent checked "Somewhat dissatisfied" and added, "Teachers had a tendency not to show up for class."

- Continue some of your courses more often than every other year, such as Business Statistics.
- Has completed coursework toward Nursing degree. Left because she could not afford to spend another year on electives before her name was selected for hospital work.
- More scholarship money.
  In Part IV (ways JTCC might improve programs & services), wrote "In D.P. program, instructors didn't explain material well enough for students unfamiliar with terminology. Also, would like for classes to be longer."
- Had problems getting needed courses at hours he was available.
  Part IV - Some instructors did not give enough assistance with coursework.
- Part III, #2, (Have you received promotion due to courses completed at JTCC), No, but has received "Outstanding Employee" status.
  Part IV (Ways JTCC might improve) - Financial assistance.
  Part III (Have you received promotion due to courses completed at JTCC) No, but coursework helped her get job.
- Part IV (Ways JTCC might improve) Veterans office doesn't push hard enough to keep students enrolled. Doesn't seem like they care.
  Get the teachers to attend class so that students may be taught.
- Part I, #7, respondent checked (1) (Yes, very helpful), and added, "however, I did not complete my goal.
- Part IV (ways in which JTCC might improve programs or services) 1. A faculty member should be provided as a tutor. 2. Pharmacology (Nursing) should be taught independently from nursing courses, and tested the same way. 3. Students and counselors should be required to meet at least every three weeks for evaluation of academics and clinical performance. 4. A student should have the privilege of retaking a course as he or she desires if space is available in the class. It should not be totally left up to committees. 5. Rapport should be stressed between students and faculty to relieve intimidation where it exists. 6. The library staff deserves an "E" for excellence. However, more journals and periodicals would be helpful to nursing students.
- I feel the photography courses are very good but with the amount of people enrolled, it was getting very frustrating with overcrowded lab.
- Classes extended to 1½ hours.
- The first course taken (required) was a <u>total</u> waste of time and money. Not necessary. (Introduction to Computers)
- Part I, (Did the course(s) you took at JTCC assist you in achieving your goal?) respondent marked (4) (No, not very helpful), and added, "The advisors don't sit down and tell students exactly what they need in case they transfer to another college.
- Part IV - The teachers of the Nursing Program need to be more organized! One quarter they are very qualified and another quarter they are not. The Nursing Program needs <u>help</u>! It also needs instructors to teach a subject that are qualified in that field.
- Have more Saturday morning classes.
  Part I, #6 (primary goal in attending JTCC) respondent circled "other" and wrote "Increase knowledge in emerging technologies."
- My husband and I enjoyed two classes on computers. We appreciate the help and attention that were given us. Thank you.
- Part IV (Ways JTCC might improve) - Academic advisors don't seem to have time to spend with students.
- Professor did not make accounting interesting enough to make her study.
  Part IV (Ways JTCC might improve) - Carpool services.
- Too much travel.

- Part III (Have you received promotion due to courses completed at JTCC) Answered "no" and added, "But courses were helpful in obtaining job."
  Part IV (Ways in which JTCC might improve) - Too many people in auto classes. Not enough one to one instruction.
- Program not specialized enough. Did not want to take reading and math courses.
  Part IV (Ways JTCC might improve) - Would prefer to take 1 week of coursework in 1 night (e.g.: 4-10 p.m.) because of conflict with work schedule.
- D.P. program very satisfying;, instructor no longer there who was when I started. Replacement poor. Department has gone down since.
- Part I, #8, Circled "Very satisfied" and added "with courses." Circled "Somewhat dissatisfied" and added "with computer lab, especially printers. They were inoperative entirely too much of the time."
  Part IV (Ways in which JTCC might improve) - 1. Improve computer lab facilities, especially printers and quality of paper used. 2. Find some way to allow students (especially working students) to register for computer classes without standing in line and missing a morning at work.
- Part III, #5 (Do you plan to return to JTCC at a later date) Yes, but will complete LPN course first.
  Part IV (Ways JTCC Might improve) - Curriculum should be changed. Anatomy should be a prerequisite course like chemistry.
- (Student had completed Child Care course) Plans to take courses for personal satisfaction.
- Part I, #6 (Primary goal in attending JTCC) Wanted to go to Christian college (transferred to Liberty Baptist).
  Part IV (Ways JTCC might improve) - Stated that each time she enrolled in Chem III it was cancelled. Would like to see classes offered more regularly.
- Plans to attend JTCC later if she can get financial aid.
- Difficult to get courses - not offered regularly enough (Secretarial Science).
- Not offering enough courses.
- Offer more night classes. Better teachers.
- ELI course was very helpful. Personal problems came up.
- Offer more in medical field.
- Professor went too fast, but I had never taken accounting before.
- Changes in registration.
- Work around shift work.
- Semester is better. More Saturday classes.
- My class was good. I don't feel like I was there enough to make judgement.
- Advertise more. Make it known to more high school students.
- Real happy with Tyler. It was me.
- Needed to be revamped. Not enough on computer.
- Be more specific. Don't rush through.
- I enjoyed it. Teacher was a little lenient.
- Signed up for CPR. Then job was offered and I didn't enroll.
- Part I #8 (Describe feelings concerning educational experience at JTCC) Circled "very satisfied" and added, "Have been coming off and on for the past ten years."
- Most teachers I've had are adjunct so I haven't had the opportunity to meet regular teachers there.
- Part I #7 (Did courses you took at JTCC assist you in achieving your goal?) person circled "Yes, very helpful" and "Not helpful at all" and wrote, "2 courses, 1 very good and 1 very bad.
- excellent. 1 bad teacher took over for teacher who left. Whole course was disaster.

- More classes need to be available. Teachers great!
- Part 1 #7 (Did courses you took at JTCC assist you in achieving your goal?) Would have but unable to complete because of work.
- Not enough computers and more hands-on experience.
- No, I think they're doing great.
- Part III #2 (Have you received a promotion due to courses completed at JTCC) Circled "no" and wrote "but it helped me get a better job at the time."
- Part III #2 (Have you received promotion due to courses completed at JTCC) Circled "no" and wrote, "But helped me."
- The Police Science equipment should be used.
- Grade on basis of what they can learn.
- Disappointed when class was cancelled.
- Too many students in the class.
- Part I #8 (How would you describe your feelings concerning your educational experience at JTCC) Circled "somewhat satisfied" and wrote "except for computers."
  Too many students in the class.
- Part III #2 (Have you received promotion due to courses completed at JTCC) No, but it can lead to one.
- Retired person commented, " was great!"
- Needed more time for course completion.
- Not enough room for students. Time taken up for getting extra seating.
- It was satisfactory.
- Satisfied.
- Make more convenient hours to working students.
- Very impressed!
- Instructor knew subject but didn't know how to express himself.
- Part III #2 (Have you received promotion due to courses completed at JTCC) No, but it goes on work profile sheet.
  Sometimes difficult to get in touch with professor.
- Part I #6 (Primary goal in attending JTCC) To learn to type.
- Part I, #8 (how would you describe your feelings concerning your educational experience at JTCC?) respondent marked "somewhat satisfied," and added, "poor instructor."

THE FOLLOWING COMMENTS WERE MADE IN RESPONSE TO PART II (THE FOLLOWING IS A LIST OF REASONS WHICH MAY HAVE PREVENTED YOU FROM ATTENDING COLLEGE THIS QUARTER. PLEASE CIRCLE AS MANY ITEMS AS ARE APPLICABLE AND PROVIDE COMMENTS WHERE APPROPRIATE). MOST COMMENTS WERE WRITTEN IN THE SPACE PROVIDED FOR "OTHER" REASONS. REASON CITED IF COMMENT WAS IN RESPONSE TO ANOTHER PART OF QUESTION.

- Little more challenging than I thought.
- Keep going.
- Got a job.
- Too far.
- Move closer to Richmond!
- More knowledge of what courses available and when they are offered.
- Just taking break.
- Try to affiliate curriculums more to 4 year colleges in area.
- Lack of time due to family.
- Enjoyed the fact that I could take the class at Midlothian outreach.
- Far to travel. Circled "Financial problems" and wrote "Free now to me" (retired).
- Electronics course faded out. They ran out of instructors.

- Long way from school for winter.
- Offer day real estate and art course.
- Laid off work.
- Respondent circled (1) (courses needed were not available) and wrote, "Some of the students in our class submitted a request for the desired course and we never even got the courtesy of an acknowledgment of our petition or an explanation of why it was not offered."
- I liked it but no desire to continue although I might later on.
- The school's professors were terrible.
- Am pregnant - dropped out for a year.
- I will start nursing school at PGH in August because I feel I will receive a better education.
- Circled "transfer to another college" and wrote "Distance."
- Found he likes Electronics better as a hobby.
- Had a baby.
- Circled (2) (Was failing or not doing as well as I wanted to do) and Other" and wrote,"Did not understand computer logic. A mechanic at heart." Plans to return in fall in air conditioning and refrigeration.
- Wanted engineering, not engineering tech degree.
- Family situation.
- Prefer program that Kee (Business College) has to offer.
- Problems with living arrangements; currently in school closer to home (Southside Virginia Community College).
- Couldn't comprehend material. Implied that program wasn't effective in providing extra help.
- Attitude of Nursing department. They were not considerate of family and other responsibilities.
- Transportation and personal problems.
- Didn't know what he wanted to do.
- On academic suspension.
- Too much like high school. Plans to go away to school in fall.
- Reserve training.
- Electronics was not for him.
- Working full time.
- Opportunity to work full time.
- Program not specialized enough (Liberal Arts).
- Transportation.
- Veteran - didn't get check to pay tuition.
- Couldn't get info on how many credits he needed to complete degree (HRIM).
- Wasn't sure about continuing at Tyler.
- Improve counseling department. I took some courses I didn't need and night faculty is the pits (some of them). (Nursing)
- Transportation
- Went full time on job.
- Program expectations too high with family responsibilities (Nursing program).
- Got married. Working full time.
- Poor time management.
- Course was cancelled.
- Will return to JTCC for 2 more programming courses.
- Way curriculum was set up was too difficult. (Nursing)
- Small children. No time to study. (Plans to return when children are older.)
- Personal problems.
- Engineering was not for her.
- Transportation

- Personal problems. Plans to go to VPI in fall.
- Pregnancy & transportation.
- Transportation
- Transportation
- Had a baby.
- JTCC is basically a "trade" school. Wants 4 year degree.
- Personal
- Disgusted with English Teacher.
- Not satisfied with ELI English teacher. Teacher didn't accept term paper without previous warning.
- Pregnant.
- Field not very open for employment.
- Instructor very knowledgeable but not very prepared for teaching the class.
- No time due to family needs.
- More books needed for course available at a used book price.
- Circled "courses that I needed were not available" and wrote "Computer courses filled fast."
- didn't know how to teach.
- Personal.
- In data processing they implemented new system while I was there. It was hard to adapt.
- Didn't want to take the next class.
- Moving - building a house.
- I had a baby last May.
- Personal.

JOHN TYLER COMMUNITY COLLEGE
ATTRITION STUDY
FALL 1983 - WINTER 1984

EMPLOYERS OF FORMER STUDENTS

McDonalds
Fort Lee - 3
Central State
U. S. Postal Service, Petersburg
Omega Travel
Starting business at home
Allied Corporation - 3
Safeway
Winn-Dixie
Reynolds
Greensville County Public Schools
United Virginia Bank - 2
Law firm
Burger King
Virginia Department of Corrections
ATTIS
Retail Store
Virginia Medical Center
United Parcel Service
MCV (Nurse)
Nelson Funeral Home
Virginia United Methodist Homes
Townsend & O'Donnel
Chesterfield County Schools (Teacher)
Chesterfield County
NAPA
Marks Stokes & Harrison
Defense General Supply Center - 2
Bank of Virginia
Ettrick Elementary School
Central State Hospital - 2
VPI and Imperial Reading (2 pt time jobs)
Bennett Funeral Home
Lowe's Hardware
Alpine Construction
Phillip Levy
Southside Virginia Training Center
Iowa State University
Hawks Bar-B-Q
Petersburg General Hospital
Poulston TV and Appliances & Fourth Street Motor Company (2 part time)
CDI Temporary Services
Neighborhood Theatres
7-Eleven
Williamsburg Econo II (Motel)
Colonial Heights Land Surveyor
Hopewell Wastewater Treatment Plant -
American Products
Henrico County
Carpenter - 2
Central Wholesale Distributors
School Bus Driver
Petersburg Public Library
Winn-Dixie
Ukrops
Commercial decorator
Import Auto House
K Mart
Hardee's
State (MASD)
J. W. Fergusson & Sons
Dept. of Army, Ft. Lee
Colonial Heights Convalescent Ctr
Tender Care Day Nursery
MCV Pharmacy Department
Southside Virginia Training Ctr.
Peoples Drugs
Pizza Hut
Newbury Townhouse Maint. Dept.
Steak & Ale
Ukrops and 360 Restaurant (2 part time)
Hopewell News
Chesterfield County Child Development (Welfare)
Food service
R. M. Smith, Inc.
Peoples Bank of Chesterfield
Petite Day Care
McDonalds - 2
Brenco, Inc.
Safeway - 2
Dr. Cohen
Allied - 2
B Computer Co.
Firestone
Dorsett Manson & Johnson
Thurston Service
W. E. Duke & Sons
Chesterfield Dept. of Health
Davis Truck Plaza
Home Guaranty Insurance
Prince George County Schools
Chippenham Hospital
Retail Merchants of Petersburg
Credit Union - Dupont

John Randolph
U. S. Army
Meadowbrook Child Care Center
Colonial Heights Packaging
ICI Americas
Teacher - Day care
Petersburg Social Service (Welfare)
Sears
Central Fidelity Bank
Sidney's
Pharmaceutical Packaging Services
Hastings Restaurant
Overnight Transfer
Corps of Engineers
Sydnor Hydro Dynamics / St. Claire
Calloway & Frye (2 part time jobs,
Coburn Optical
Godfather Pizza
Petersburg Ford/Volvo
Star Foods, Inc.
La Petite Academy
Vepco
Mosley Flint

Chesterfield County Personnel
Ethical Investigators
EDG, Inc.
J. K. Timmons & Assoc.
Day care center
West End Presbyterian Church
Reynolds Business Systems
National Guard
Blackwell-Smith Drug Stores
Samuel H. West, CPA
Federal Government
Philip Morris - 3
Petersburg General Hospital
Prince George County Schools
Computer Company
Life of Virginia
Specialty Package Products
Bank of Virginia
Petersburg Urological Associates
Computer Science Corp.
Commonwealth Gas
Lloyd C. Bird High School
Kids World Day Care

COLLEGES NOW ATTENDED (SPRING QUARTER)

Radford University
John Tyler Community College - 14
J. Sargeant Reynolds Com. Coll.- 6
Prince George High School

Richard Bland College
St. Leo
Southside Virginia Community College
Liberty Baptist College

FINDINGS AND RECOMMENDATIONS

Below is a summary of the principal findings of this study:

1. The overwhelming majority of all non-returning students were females who were part-time and unclassified.
2. Although white students who did not return tended to be part-time, a greater proportion of black students were full-time.
3. The younger the age category of non-returning students, the greater the attrition rate. This was especially true for full-time students.
4. Almost half of the non-returning students cited pursuit of a degree or certificate as their primary reason for enrolling, followed by those taking one or more job-related courses.
5. Three out of every four former students said the College was helpful in assisting them to achieve their goal. Proportionately, part-timers indicated a greater degree of satisfaction than did full-timers.
6. About 80 percent of all former students described overall experiences at JTCC as satisfactory; again, part-time students indicated a greater degree of satisfaction than those who were full-time.
7. A variety of reasons were given for withdrawal from the College. Chief among the reasons given by full-time students was "failing or not doing as well as I wanted to do." Part-time students gave the following responses: "lack of time due to job requirements," "completed course(s) that I desired to take," "courses that I needed were not available," and "no

longer interested in school." Equal percentages of full- and part-time students gave the following reasons: "financial problems," "medical reasons," and "transfer to another college."

8. The overwhelming majority of those who did not return to the College indicated that they are working (64 percent). Over 50 percent said they are employed full-time (See list of employers on pages 31 & 32).
9. Although only about 10 percent of those surveyed said they had received a job promotion as a result of course work completed, several cited other benefits that have been received.
10. Only about 10 percent of the non-returning students indicated current full- or part-time school status (See list of colleges on page 32).
11. Almost 70 percent of the non-returning students expressed a desire to return to the College. Part-time students indicated a greater desire to return than did full-time former students.
12. A number of evening students cited course cancellations, scheduling problems, unavailability of advisors, and instructors themselves as reasons for failing to return.

Following are recommendations to be implemented as a follow-up to this report:

1. Departmental advisors should give special attention to all students with special emphasis on full time, traditional college-age advisees (ages 18-21).

2. Faculty advising should be routinely studied and evaluated by a sample of day and evening students.
3. All adjunct faculty should be evaluated by students on a quarterly basis.
4. The College should assume a more "service" role toward evening students through creative scheduling, registration, and other administrative matters.
5. A procedure should be established to maintain contact with all non-returning students utilizing personal letters, phone calls, and other print information about the College.
6. Replication of this study is recommended in subsequent quarters in an effort to generate an accurate profile of potential stop-outs or drop-outs at JTCC.

APPENDIX

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

Dear Former Student:

Our records indicate that you did not return to John Tyler Community College this quarter. We are interested in finding out if you accomplished your objective for coming. Your comments will also assist us in improving our courses, programs, and services to better meet the needs of future students.

Won't you help us by taking a few moments to respond to the items below? Your responses will be treated confidentially and summarized along with those from other former JTCC students.

Please circle (1) as many items as you desire and provide comments where appropriate.

Thank you for your cooperation.

F. W. Nicholas, Sr.
President, JTCC

PART I—GENERAL INFORMATION

cc 5 1. Sex
(1) Male
(2) Female

cc 6 2. Ethnic Status
(1) White
(2) Black
(3) American Indian & Alaskan Native
(4) Asian & Pacific Islander
(5) Hispanic
(6) Other_____
(Please specify)

cc 7 3. Age
(1) Less than 25 years old
(2) 25-35 years old
(3) 36-45 years old
(4) 46-55 years old
(5) Over 55 years old

cc 8-10 4. Program of Study_____

cc 11 5. Status
(1) Full time (12 credits or more)
(2) Part time (less than 12 credits)

If part time, indicate number of credits taken when last enrolled. _____

cc 14 6. What was your *primary* goal in attending John Tyler Community College?
(1) To take one or more job related courses
(2) To obtain a degree, certificate, or diploma
(3) To take a few courses to help me make a career choice
(4) To complete a few courses in order to transfer to another college
(5) To satisfy a personal interest
(6) Other_____
(Please specify)

cc 15 7. Did the course(s) you took at JTCC assist you in achieving your goal?
(1) Yes, very helpful
(2) Yes, somewhat helpful
(3) Uncertain
(4) No, not very helpful
(5) Not helpful at all

cc 16 8. Overall, how would you describe your feelings concerning your educational experience at JTCC?
(1) Very satisfied
(2) Somewhat satisfied
(3) Not sure
(4) Somewhat dissatisfied
(5) Very dissatisfied

PART II—The following is a list of reasons which may have prevented you from attending college this quarter. Please circle as many items as are applicable and provide comments where appropriate.

cc 17 (1) Courses that I needed were not available
cc 18 (2) Was failing or not doing as well as I wanted to do
cc 19 (3) Completed course(s) that I desired to take
cc 20 (4) Lack of time due to job requirements
cc 21 (5) Financial problems
cc 22 (6) Medical reasons
cc 23 (7) Military Service
cc 24 (8) Transfer to another college_____
(Please specify college/university)
cc 25 (9) No longer interested in school
cc 26 (0) Other_____
(Please specify)

PART III—EMPLOYMENT/SCHOOL STATUS

cc 27 1. What are you currently doing?
(1) In school_____
(Name of institution)
(2) Working_____
(Place of employment)
(3) Unemployed

cc 28 2. Have you received a promotion due to courses completed at JTCC?
(1) Yes
(2) No

cc 29 3. If in school, are you
(1) Full time
(2) Part time

cc 30 4. If working, are you
(1) Full time
(2) Part time

cc 31 5. Do you plan to return to JTCC at a later date:
(1) Yes
(2) No

PART IV—Describe ways in which JTCC might improve its programs or services to future students.

ATTENTION: Before mailing, please fold so that the self addressed, postage paid permit information is shown on the outside. No envelope is needed—simply drop in the mailbox.

Thank you kindly for your assistance. 11/83

Institutional Research

JOHN TYLER COMMUNITY COLLEGE CHESTER, VIRGINIA 23831

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What Classes & Curriculum Majors Are Offered at JTCC?

*Accounting
Air Conditioning
*Architecture
Art
*Automotive
*Beverage Marketing
Biology
*Building Construction
*Business Administration
*Business Management
Chemistry
*Child Care
*Clerk-Typist
*Computer Programming/Data Processing
Drafting & Design
Economics
*Education
*Electronics Engineering Technology
Emergency Medical Technology
*Engineering Technology
English
English As A Second Language
*Food Service
French
*Funeral Service
*General Studies
German
Government
Health
History
*Human Services
Humanities
Industrial Technology
*Liberal Arts
*Machine Shop
Marketing
Mathematics
Mechanical Technology
*Mental Health
Microcomputers
Music
*Nursing
Orientation to College
Photography
Physical Education
Physics
*Police Science
Psychology
Public Service
Reading
*Science (Physical & Biological)
*Secretarial Science
Sociology
Spanish
Speech
*Teacher Aide
*Welding
Word Processing

*Denotes Curricula

In addition, numerous non-credit classes are offered through the College's Continuing Education/Community Service Division.

A Schedule of Classes is available each academic quarter.

John Tyler Community College
13101 Jefferson Davis Highway
Chester, Virginia 23831
796-4000 or Toll Free 1-800-552-3490

In addition, the College has two outreach offices:

Midlothian Outreach Office
Sycamore Square—Midlothian, VA
Telephone: 794-1186

Fort Lee Office
Building 11808
School Street
Fort Lee, VA
Telephone: 861-2782

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